

# One in the Same Campaign Research Report

**Abby Hebenstreit  
Honors Thesis  
Oklahoma State University  
December 2016**

# Table of Contents

<b>Executive Summary</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Method</b>	<b>5</b>
<b>Results</b>	<b>6</b>
<b>Conclusions and Recommendations</b>	<b>8</b>
<b>Works Cited</b>	<b>9</b>
<b>Works Referenced</b>	<b>10</b>
<b>Appendices</b>	<b>11</b>
Appendix A. Data Collection Form	11
Appendix B. Codebook	24
Appendix C. Data File	27

# Executive Summary

A team of Oklahoma State University (OSU) students are participating in a competition to challenge violent extremism through a social media campaign. Research was conducted to evaluate and compare campaign content--three videos in particular. The purpose of the research is to provide the team with an understanding of how the videos they created are perceived, if the videos express the desired message, and which videos can do so most effectively. In addressing these research problems, insights into the relationship between ethnicity of the target audience and attitudes and reactions to video content surfaced as well.

## About the Research

An online survey was administered through Amazon's MTurk, resulting in 187 responses. Respondents received a small monetary incentive.

## Key Results

- Reactions to all three videos were **positive** on average, but the video featuring a montage of pictures of students and signs had the least positive reactions on average.
- Key differences in reactions to the three different videos had to do with how **interesting** and **unifying** they were perceived as and with respondents' attitudes towards the similarities of others' **stories** to their own.
- Gender, age, religion, and region of the United States were not significantly related to reactions to videos or attitudes toward cultural freedom.
- **Ethnicity** was significantly related to reactions to videos and attitude towards respondents' own ability to support or raise awareness for cultural freedom.

## Recommendations

- Use videos on personal definition of cultural freedom and relatable story videos to meet the objectives of the campaign
- Improve technical aspects of the montage video and retest
- Facebook push based on demographics

# Introduction

This year a team of MBA students at Oklahoma State University (OSU) are participating in the Peer to Peer (P2P) challenge through EdVenture Partners. Through the program, they are competing with teams of students across the United States to create, build, launch, and manage impactful campaigns challenging violent extremism in their communities. The competition is sponsored by Facebook and the U.S. Department of State. ("Peer to Peer")

OSU's team has developed and launched a social media campaign called One in the Same. The campaign's tagline is "Support cultural freedom. Share your story." This reflects the team's decision to meet the challenge to counter violent extremism by promoting a positive alternative emphasizing unity and similarity among people of all cultural, ethnic, and religious backgrounds. Campaign content is posted and pushed through the One in the Same Facebook page ("One in the Same"). The team has chosen to target millennials with their campaign ("OSU P2P Creative Brief," 2016, p. 1). In particular, they aim to reach those categorized as the silent majority: individuals who are opposed to violent extremism but are not actively speaking out or working to prevent it ("Project brief," p. 4). They aim to involve people by getting viewers of content engaged in online conversation.

An integral piece of the One in the Same campaign is a series of videos of individuals from different places and different backgrounds. The videos are about 45 seconds long on average, and most involve a speaker "sharing a snapshot of their life such as a childhood memory, a tradition in their family, hobbies, etc. ...to demonstrate how at the heart of it we are one in the same" ("OSU P2P Creative Brief," 2016, p. 1). The following are descriptions of three of the videos created and shared as part of the campaign, all of which are available to view on the One in the Same's YouTube channel ("P2P OneintheSame"). In "One in the Same--What does it mean?" Aneezah from Pakistan gives her own definition of the phrase "one in the same." Saleh from Saudi Arabia reminisces on growing up playing soccer with his brother in "One in the Same--Playing Soccer." Finally "What does One in the Same mean to me?" exhibits photos of various OSU students holding signs containing their own definitions of "one in the same" from the campaign's on-campus event.

The One in the Same team is interested in learning what type of content is most impactful in their videos and which videos it would be wisest to spend their budget promoting through Facebook. I used the three videos described above to address this research problem. Aneezah's video serves as an example of directly expressing the concept of "one in the same" through verbal explanation, while Saleh's expresses it more subtly through a relatable story, and the montage expresses it directly but through multiple succinct definitions. The following pages of this report will explain the research method, results and analysis, and recommendations for the campaign.

# Method

## Literature Review

In preparation for descriptive research involving One in the Same's video campaign, a literature review was completed. The focus of this exploratory research was to learn more about the approach of groups promoting or supporting violent extremism and how to counter that message.

Part of the reason for the P2P challenge emphasizing social media campaigns is that ISIS has been seen to use video-content heavy social media marketing, and P2P aims to counter their message using similar techniques (Kaye, 2015, p.3). Bartlett and Krasodonski-Jones studied online counter-speech that challenges extremism and found that video content reaches higher percentages of people who do not like the original page than links, status, or photos (Bartlett & Krasodonski-Jones, 2015, p. 13). They also found that using constructive language and encouraging sharing can positively affect the reach of a page's content (Bartlett & Krasodonski-Jones, 2015, p. 14). Measures of the effect of online content containing counter-speech on viewers' attitudes and behaviors are imprecise and not well-developed at this time (Bartlett & Krasodonski-Jones, 2015, p. 16). Historically, mass communication has been found most impactful in terms of reinforcing viewers' previously held attitudes (Wimmer, & Dominick, 2011, p. 2).

## Online Survey

For descriptive research, primary data was collected through an online survey. This method was chosen for its relatively low cost and the speed of gathering responses. The data collection form (see Appendix A) was built in Qualtrics. It included the three campaign videos previously discussed and a variety of closed- and open-ended questions designed to result in information to address the research problem stated above. The population of interest for this research was somewhat loosely defined, as the One in the Same campaign's content could potentially reach people of a variety of demographic backgrounds through Facebook. The sampling frame for the online survey was determined by the use of Amazon's MTurk to distribute the survey. MTurk has over 500,000 "Workers" who have registered to have access to "jobs" posted by "Requesters" ("Service Summary"). In response to our request, 187 MTurk Workers completed this survey. A small monetary response incentive was offered to boost response rates.

# Results

In my analysis of the results of the online survey, I used frequencies, crosstabs, and one- and two-way analysis of variance (ANOVA) in SPSS. When differences are reported, a significance level of .05 was used to determine statistically significant differences. To simplify analysis, the following variables were transformed into combined categories: age (11-year intervals), country of birth (U.S./Canada or not), state of birth (region of U.S.), state of residence (region of U.S.), and video viewed (Aneeza's, Saleh's, or montage).

I begin my analysis by reporting on the demographics of the respondents. Out of the 187 respondents, 10 were born in foreign countries and all resided in the United States. Reported U.S. state of birth and U.S. state of current residence were both evenly distributed across the geographical regions of the United States (South, West, Northeast, and Midwest). 71% of respondents were age 40 or younger, with a minimum age of 19 and a maximum age of 73 recorded. 57% of respondents were male and 43% female. 48% identified as Christian, and 35% reported identifying with no religion. 73% reported that they work full time, while 5% self-identified as full time students. In terms of demographics, survey respondents appear to fit the campaign's broad target audience well with one exception--the small percentage of student respondents. This leads to a question of how representative the survey respondents are of those within the campaign's social media reach as it was created by students and kicked off with an on-campus event.

Next, I investigated reactions to each of the three videos to answer the research problems about their impactfulness and how to spend the campaign budget. Reactions to each video and its message were measured on the same six attribute pairs:

Negative/Positive

Uninteresting/Interesting

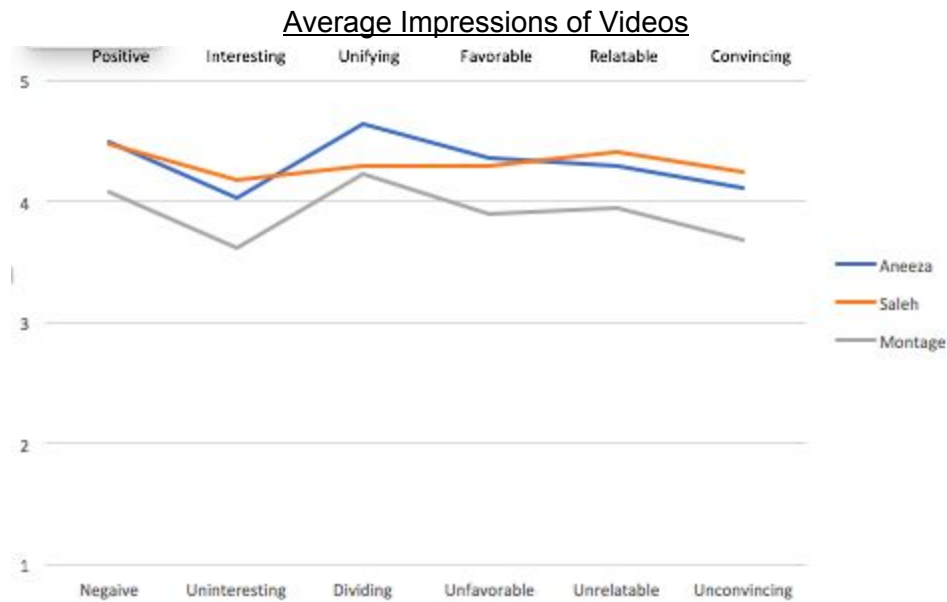
Dividing/Unifying

Unfavorable/Favorable

Unrelatable/Relatable

Unconvincing/Convincing

Each of these pairs were measured on a 5-point scale and numeric values were assigned by the researcher from 1 for the more negative attribute (left) to 5 for the more positive attribute (right). The figure below shows the average reactions of respondents for each of the three videos.



Across all three videos, no average reaction was 3 or below. “Interesting” had the lowest average response at 3.9 and “unifying” had the highest average at 4.4. Uninteresting/interesting and dividing/unifying were also the only two pairs that showed a significant difference in reaction from video to video, and in both cases respondents reacted most negatively to the montage video.

Open-ended question asked respondents for their thoughts on the video they were shown. Complete content analysis of the responses was not possible in the timeframe of this project, but here are samples of responses representative of the feedback for each video:

Aneeza: “I feel like the message shared by Aneeza is a good message and that she is sharing real feelings that many people have, and it's a message that is forgotten by many people who tend to generalize about other people from other countries and religions.”

Saleh: “It was a pleasant short video about someone from a different culture growing up and basically finding out that his memories and hopes and things he liked to do as a child is really no different from most any other child.” “Fun, I know a lot of guys like him. Soccer brings everyone together. He is someone I could hang out with. We'll find something in common.”

Montage: “I really liked the message being presented in this video. It made me feel quite happy that so many people share an ideal like this one, where we can all come together as one unit instead of multiple, different units.”

Examples of some of the thoughts of respondents who had more negative reactions to the videos are as follows:

Aneeza: “The idea that we are all “one and the same” is boring, and too broad of a concept to be truly meaningful. There are distinct differences between different groups, and we should acknowledge and accept this.” “I’m an individual. I’m not “one and the same”. So I disagree with her views on the subject.”

Saleh: “I didn’t really understand the point. He was just rambling about how he used to play soccer.” “It was a bit confusing not having any context but I agree with the general sentiment of cross-cultural similarities between all people.”

Montage: “It was positive and pleasant, but not all that substantial.” “I also thought it was hard to read some of the signs people were holding.”

I next analyzed responses to questions regarding respondents’ attitudes toward cultural freedom. See the figure below for average attitudes of respondents (measured on a 5 point scale with 1 being “Strongly disagree” and 5 being “Strongly agree”). The attitude most agreed with on average was acceptance of others from different cultures in one’s community. On the other hand, the attitudes with the lowest averages had to do with one’s own ability or impact in promoting or raising awareness for cultural freedom. In this regard, respondents fit the description of the target audience as the silent majority quite well.

No significant difference was found in respondents’ attitudes for most items asked based on the video they were shown or if they were not shown any video. The one exception was a significant difference in agreement with the statement “People of different cultures have stories similar to mine.” in relation to video shown. Those who viewed Saleh’s video had the highest percentage of reporting agreement (86.7%), followed by the montage (81.4%), then Aneeza’s video (72.3), and finally those shown no video (65.9%).

Average Attitudes toward Cultural Freedom\*



\*Please reference Appendix A for full text of questions asked to measure attitudes.

Reactions to videos and attitudes toward cultural freedom were also analyzed in relation to demographics of respondents. Favorable, Positive, Interesting, Convincing reactions to video related significantly to ethnicity. Among respondents who identified as black or African American, there were high especially high percentages of responding at the most positive point on the scale for the unfavorable/favorable and uninteresting/interesting scales (70.0% and 73.7%, respectively) compared to other ethnicities combined (50.8% and 41.2%, respectively).



In terms of attitudes, believing one's voice matters and that can spread awareness of cultural unity were both related significantly to ethnicity. Among respondents who identified as white, lower percentages reported agreeing that their voice matters and that they can spread awareness than non-whites, as seen in the table below.

	My voice matters in promoting cultural freedom.			I can help spread awareness of cultural unity.		
	Somewhat agree	Strongly agree	Agree (Sum)	Somewhat agree	Strongly agree	Agree (sum)
Not white	44.9%	36.7%	<b>81.6%</b>	38.8%	49.0%	<b>87.8%</b>
White	32.6%	27.5%	<b>60.1%</b>	34.8%	28.3%	<b>63.1%</b>

Gender, age, religion, and region of the United States (of birth or of residence) were not found to be significantly related to either reactions to videos or attitudes toward cultural freedom. It is also worth noting that counts for country of birth outside the U.S., some of the continents travelled to or lived in, and some options for time spent travelling outside of the U.S. had categories with counts too low to use traditional Chi-squared crosstab analysis.

### Limitations

Some limitations of this research should be acknowledged. The sample size of 187 for this survey could have been larger if not for time and budget constraints of this project. Also, since the sampling method was not randomized because of the use of MTurk, some error in the results is likely. Finally, composite analysis was suitable for some questions but outside of the scope of this project, so only single component analysis was undertaken.

## Conclusions and Recommendations

In summary, I make the following conclusions based on the results of the online survey. Generally, respondents averaged positive reactions to all three videos but reactions were more positive reactions to Aneeza and Saleh's videos than the montage on average. Significant differences in reactions to the three videos were in terms of how interesting and unifying they were perceived as and of respondents' attitudes towards the similarities of others' stories to their own. Besides the similar stories question, there were no significant differences in attitudes between those who viewed any of the three videos or no video. This is expected because the content is not designed to change attitudes of viewers but to help meet the campaign's objectives to spread a positive counter-message and encourage engagement. Gender, age, religion, and region of the United States were not significantly related to either reactions to videos or attitudes toward cultural freedom. On the other hand, ethnicity was significantly related both to reactions to videos and to attitudes towards respondents' own ability to support or raise awareness for cultural freedom.

Acknowledging the limitations of this study, I make the following recommendations to One in the Same. First, I recommend using both personal definition videos like Aneeza's and relatable story videos like Saleh's in order to meet the two objectives of the campaign of promoting cultural freedom and encouraging engagement. For the montage video, I recommend technical and formatting improvements. An updated montage video might then be retested, as reactions to it would likely change based on improvements. Also, using Facebook to push videos not just generally but based on demographics--specifically ethnicity--could offer a

more refined approach, allowing the campaign to use its budget more efficiently. Finally, keeping in mind the question of how representative the sample of 187 respondents is of the campaign's audience, I recommend surveying a random sample of OSU students to check these results. When addressing a topic so important and relevant in today's culture, I believe it would be wise for the campaign to continuously test content in order to achieve the most impactful effect possible.

## Works Cited

- Bartlett, Jamie, and Alex Krasodonski-Jones. *Counter-Speech: Examining Content That Challenges Extremism Online*. Publication. London: Demos, 2015. *Demos*. Web. 18 Nov. 2016.
- Kaye, Kate. "Students, Madison Avenue Enlisted in Messaging Fight Against ISIS." *Advertising Age News RSS*. N.p., 16 Nov. 2015. Web. 18 Nov. 2016
- "Oklahoma State University P2P Creative Brief." *Basecamp*. Krysta Gilbert, 25 Oct. 2016. Web. 20 Nov. 2016.
- "One in the Same." *Facebook*. N.p., 19 Oct. 2016. Web. 19 Nov. 2016.
- "Peer to Peer." *EVP*. EdVenture Partners, n.d. Web. 19 Nov. 2016.
- "Project brief." *Basecamp*. EdVenture Partners, 8 Aug. 2016. Web. 18 Nov. 2016.
- "P2P OneintheSame." YouTube. YouTube, 8 Nov. 2016. Web. 19 Nov. 2016.
- "Service Summary." Requester | Mechanical Turk. Amazon, n.d. Web. 29 Nov. 2016.
- Wimmer, Roger D., and Joseph R. Dominick. "Research in Media Effects." *Mass Media Research: An Introduction*. 9th ed. Boston: Wadsworth, 2011. N. pag. Web.

## Works Referenced

Brown, Tom J., and Tracy A. Suter. MR. 2nd ed. Mason, OH: South-Western Cengage Learning, 2014. Print.

# Appendices

## Appendix A. Data Collection Form

Respondents were randomly assigned to one of four possible versions for the beginning part of the survey.

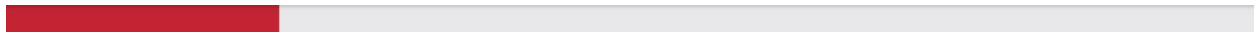
### Version 1



Thank you for participating in this brief survey. Please answer the questions that follow.



### Version 2



Thank you for participating in this brief survey. Please watch the short video on the next page and answer the questions that follow.





Please share your thoughts on the video you just watched?



To what extent would you say your reaction to the video you watched is:

Unfavorable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Favorable
Negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positive
Uninteresting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interesting

To what extent would you say the message of the video you watched is:

Dividing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unifying
Unrelatable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relatable
Unconvincing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Convincing

>>

### Version 3

Thank you for participating in this brief survey. Please watch the short video on the next page and answer the questions that follow.

>>



Please share your thoughts on the video you just watched?







To what extent would you say your reaction to the video you watched is:

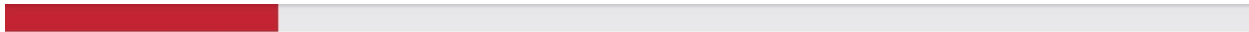
Unfavorable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Favorable
Negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positive
Uninteresting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interesting

To what extent would you say the message of the video you watched is:

Dividing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unifying
Unrelatable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relatable
Unconvincing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Convincing



#### Version 4



Thank you for participating in this brief survey. Please watch the short video on the next page and answer the questions that follow.





Please share your thoughts on the video you just watched?





To what extent would you say your reaction to the video you watched is:

Unfavorable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Favorable
Negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positive
Uninteresting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interesting

---

To what extent would you say the message of the video you watched is:

Dividing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unifying
Unrelatable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relatable
Unconvincing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Convincing



All respondents were shown the following sequence of questions, no matter which version they were assigned for the first part of the survey.

Please indicate to what extent you agree or disagree with the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
There are many similarities between cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from different cultures have many common interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can relate to people with different cultural backgrounds than my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of different cultures have stories similar to mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel some unity to all members of my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am accepting of people of different cultural backgrounds in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My voice matters in promoting cultural freedom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help spread awareness of cultural unity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>

In the past week, how often have you viewed or reacted to content on social media (Facebook, Twitter, Instagram, Pinterest, YouTube, etc.) in or related to each the following areas?

	Rarely	Sometimes	Often
Equality or Unity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movies, TV, or music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>

In which state do you currently reside?

In which country were you born?

>>

If response to “In which country were you born?” was “United States of America,” the following question was shown:

In which state were you born?

>>

Outside the United States, which of the following areas have you travelled to or lived in?  
Check all that apply.

Africa

Asia

Australia

Central or South America

Europe

Middle East

What is the longest consecutive amount of time you have travelled or lived outside of the United States?

1 week

2 weeks

1 month

3 months

6 months

1 year

More than 1 year

>>

Gender

Male

Female

Age

>>

### Religion

Buddhism

Christianity

Hinduism

Islam

Judaism

Other

None

### Ethnicity

Check all that apply.

Black or African American

Hispanic

White

American Indian or Alaska Native

Asian

Native Hawaiian or Pacific Islander

Other



### Employment

Work full-time

Full-time student

Other

>>

We thank you for your time spent taking this survey.  
Your response has been recorded.

Powered by Qualtrics

## Appendix B. Codebook

<u>Variable Name</u>	<u>Description</u>	<u>Response Options</u>
ANEEZA	Respondent was shown "One in the Same--What does it mean?" featuring Aneeza.	0=no 1=yes
SALEH	Respondent was shown "One in the Same--Playing Soccer" featuring Saleh.	0=no 1=yes
NOVID	Control Group. Respondent was shown no video.	0=no 1=yes
MONTAGE	Respondent was shown montage video.	0=no 1=yes
WVID	Which video was shown?	1=Aneeza 2=Saleh 3=No video 4=Montage
THOUGHTS	Your thoughts on the video? (open-ended)	(record responses)
FAV	Reaction to video is? <u>Unfavorable/Favorable</u>	(1–5, "Unfavorable–Favorable")
POS	Reaction to video is? <u>Negative/Positive</u>	(1–5, "Negative–Positive")
INTRST	Reaction to video is? <u>Uninteresting/Interesting</u>	(1–5, "Boring–Interesting")
UNIF	Message of video is? <u>Dividing/Unifying</u>	(1–5, "Divisive–Unifying")
RELATBL	Message of video is? <u>Unrelatable/Relatable</u>	(1–5, "Unrelatable–Relatable")
CONVIN	Message of video is? <u>Unconvincing/Convincing</u>	(1–5, "Unconvincing–Convincing")
SIMIL	There are many similarities between cultures.	(1–5, "Strongly disagree–Strongly agree")
COMINT	People from different cultures have many common interests.	(1–5, "Strongly disagree–Strongly agree")
RELAT	I can relate to people with different cultural backgrounds than my own.	(1–5, "Strongly disagree–Strongly agree")

SIMSTOR	People of different cultures have stories similar to mine.	(1–5, “Strongly disagree–Strongly agree”)
ONECOM	I feel some unity to all members of my community.	(1–5, “Strongly disagree–Strongly agree”)
ACCEPT	I am accepting of people of different cultural backgrounds in my community.	(1–5, “Strongly disagree–Strongly agree”)
VOICE	My voice matters in promoting cultural freedom.	(1–5, “Strongly disagree–Strongly agree”)
AWARE	I can help spread awareness of cultural unity.	(1–5, “Strongly disagree–Strongly agree”)
EQLTY	How often viewed or reacted to? <u>Equality or Unity</u>	(1–3, “Rarely–Often”)
FASH	How often viewed or reacted to? <u>Fashion</u>	(1–3, “Rarely–Often”)
HEALTH	How often viewed or reacted to? <u>Health</u>	(1–3, “Rarely–Often”)
MTVM	How often viewed or reacted to? <u>Movies, TV, or music</u>	(1–3, “Rarely–Often”)
TECH	How often viewed or reacted to? <u>Technology</u>	(1–3, “Rarely–Often”)
SRESREG	U.S. state currently reside? (According to U.S. Census Bureau region)	1=Northeast 2=Midwest 3=South 4=West 5=Puerto Rico or outside U.S.
USCAN	Country born?	1=United States or Canada 2=Other
SBORNREG	U.S. state born? (According to U.S. Census Bureau region)	1=Northeast 2=Midwest 3=South 4=West 5=Puerto Rico or outside U.S.
AFR	Travelled to or lived in? <u>Africa</u>	0=no 1=yes
ASIA	Travelled to or lived in? <u>Asia</u>	0=no 1=yes
AUS	Travelled to or lived in? <u>Australia</u>	0=no 1=yes

CSAM	Travelled to or lived in? <u>Central or South America</u>	0=no 1=yes
EUR	Travelled to or lived in? <u>Europe</u>	0=no 1=yes
MIDE	Travelled to or lived in? <u>Middle East</u>	0=no 1=yes
TIME	Longest time outside U.S.?	0=1 week 1=2 weeks 2=1 month 3=3 months 4=6 months 5=1 year 6=2 years 7=More than 2 years
GENDER	Gender?	1=Male 2=Female
AGE	Age?	(record number)
RELIG	Religion?	1=Buddhism 2=Christianity 3=Hinduism 4=Islam 5=Judaism 6=Other 7=None
OTHREL	Religion: Other text box	(record response)
AFAM	Ethnicity? <u>Black or African American</u>	0=no 1=yes
SPAN	Ethnicity? <u>Hispanic</u>	0=no 1=yes
WHITE	Ethnicity? <u>White</u>	0=no 1=yes
INNAT	Ethnicity? <u>American Indian or Alaska Native</u>	0=no 1=yes
ASIAN	Ethnicity? <u>Asian</u>	0=no 1=yes
HIPAC	Ethnicity? <u>Native Hawaiian or Pacific Islander</u>	0=no 1=yes
ETHOTH	Ethnicity? <u>Other</u>	0=no 1=yes
EMPLOY	Employment?	1=Work full-time 2=Full-time student 3=Other

## Appendix C. Data File

[https://docs.google.com/spreadsheets/d/1gN8U\\_Ygq\\_X9galewRdxv3ZlZFOSKG1AoimIL2vNbMOl/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1gN8U_Ygq_X9galewRdxv3ZlZFOSKG1AoimIL2vNbMOl/edit?usp=sharing)